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ABSTRACT

A report on study abroad by American undergraduates is presented, with an emphasis on who should go and how to make it happen. Much of the report relates to general adaptations necessary for individual institutions wishing to expand student study abroad. Essential roles for federal, state, and private agencies are noted. Eight chapters are as follows: (1) international education for an interdependent competitive world; (2) as things stand now; (3) general recommendations (i.e. the number of college students studying abroad should be increased to at least 10% of enrollment by 1995, and study abroad in developing countries and those outside the traditional Anglo-European settings should be a matter of high priority); (4) who now studies abroad; (5) who should go: making the study abroad experience universal; (6) where they should go: new attention to new areas; (7) what involvement is needed: attitudes and action; and (8) how to do it: funding and other strategies. The Advisory Council recognizes it has called for fundamental changes in American higher education. The changes are the responsibility of colleges and universities across the country, of specialists in international education and their professional organizations, and of federal and state funding programs, accrediting institutions, foundations, corporations, and others in the private sector. Three appendices are a bibliography that contains 11 references, statistics of students on study abroad programs, and information on public policy agenda for international education. (SM)

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The Report of the Advisory Council for International Educational Exchange

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COUNCIL ON INTERNATIONAL EDUCATIONAL EXCHANGE

The Council on International Educational Exchange

The Council on International Educational Exchange (CIEE) was established in 1947, at the urging of the U.S. Department of State, to help reestablish student exchange after World War II. The nonprofit organization, with headquarters in New York City, maintains offices throughout the United States and in six countries abroad, from which it develops and administers a wide variety of study, work and travel programs for American and international students at the secondary, undergraduate, graduate and professional levels.

In its 41 years of work on behalf of international exchange, CIEE has observed at close range the benefits of studying and living abroad both for the individuals who participate and for those whose lives they touch when they return home. Through study abroad, students and educators begin to understand the complex social, political and economic ties interconnecting the global community.

EDUCATING FOR GLOBAL COMPETENCE:

The Report
of the Advisory Council for
International Educational
Exchange

AUGUST 1988

The Advisory Council for International Educational Exchange

The Advisory Council for International Educational Exchange was established in 1987 as part of CIEE's commitment and effort to make a significant contribution to international education. The Council was charged to review the situation and make recommendations for the future, both for the field of educational exchange nationally and for CIEE itself.

Council members represent a wide range of experience in higher education, foreign language and international studies, public policy, federally supported educational and cultural exchange and the operational aspects of student exchange.

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Alan Guskin, President, Antioch University

Richard Lambert, Director, National Foreign Languages Center

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Ex-officio, **Jack Egle**, President-Executive Director, CIEE

Ex-officio, **W. LaMarr Kopp**, Deputy Vice President for International Programs, Pennsylvania State University

Advisory Council Coordinators

Paula Spier, Academic Dean Emerita, Antioch International, Antioch University

Edith Katz, Assistant Executive Director for External Affairs, CIEE

Letter of Transmittal

On behalf of the Advisory Council for International Educational Exchange, I am pleased to transmit our report on study abroad by American undergraduates. When we began our work, we agreed that we would concentrate on the future: what steps were needed to expand and diversify study abroad by American students. We decided simply to make the assumption that the intensely interdependent nature of the world community and the challenges to American competitiveness meant that we needed to increase the competence of our students in their knowledge of other countries and their abilities with foreign languages. On the basis of our collective experience we also made the assumption that study abroad is a vital element in a total strategy to increase student international competence.

The assumption of need is powerfully supported when one notes, as we did, the relatively small numbers studying abroad, the limited range of countries in which any significant numbers now study, and the constantly repeated reports concerning the limited knowledge and understanding of American students about other countries. We therefore consider the essential issue to be not whether we need more study abroad, but who should go and how to make it happen.

The Advisory Council then decided not to attempt a precise how-to-do-it handbook for collegial institutions since each institution will have different circumstances; at the same time, much of the report does relate to general adaptations we believe are called for by individual institutions if they wish to expand study abroad by their students. The report also notes essential roles for federal, state, and private agencies, if our national and local needs for international competence are to be met.

Finally, as a matter of efficiency and focus, we chose to concentrate on study abroad by undergraduate and first professional degree students, leaving aside the great challenge to increase opportunities for study abroad by graduate specialists.

The task of expanding study abroad is not an isolated issue, but one imbedded in the general need for a much stronger international dimension in higher education. Fortunately, the general need is increasingly being recognized and addressed. Expansion of study abroad, as an essential part of the strategy, will require initiative and support from campus leadership as well as from leadership outside higher education institutions. Our report is intended to reenforce the understanding of such leadership about how to get on with the job.

The members of the Advisory Council are grateful to CIEE for setting before us a stimulating topic and challenge. We hope our report will assist in the national effort to expand our collective competence in an interdependent world.

Thomas A. Bartlett
Chair, Advisory Council

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International Education for an Interdependent Competitive World

The role of the United States as a leader among nations is changing rapidly. Despite our position of international leadership for almost fifty years, we are ill-prepared for the changes in business, manufacturing, diplomacy, science and technology that have come with an intensely interdependent world. Effectiveness in such a world requires a citizenry whose knowledge is sufficiently international in scope to cope with global interdependence.

Other countries have had to recognize the educational implications of interdependence sooner than we, and are ahead of us in the international education of their students. Our educational system, particularly in colleges and universities, must adapt in order to develop new capacity in our people. The Advisory Council on International Educational Exchange believes that if we fail to internationalize sufficiently our educational institutions, including expansion of student opportunities for study and work abroad, we will irreversibly diminish the world status of the United States.

As Things Stand Now

Programs for study abroad have long been part of the American academic tradition—but for relatively few students, in limited fields of study, and in only slightly over half of American colleges and universities. The Advisory Council, after reviewing the major studies of international educational exchange and discussing existing priorities, policy and practice, *strongly and urgently recommends a major expansion of study abroad in order to improve this country's ability to meet contemporary challenges.*

Provision should be made by every U.S. college and university to make available organized study abroad for increasing numbers of students from more diverse backgrounds and in all fields of study.

At the present time, there are some 350,000 foreign students studying in the U.S., while fewer than 50,000 of the approximately 12 million American college and university students study abroad each year. Citizens of other nations are learning more about us than we are about them and each year are doing so in increasing numbers. We have quite rightly welcomed these students to our own shores but have failed to encourage our own students to go abroad. We now have another kind of deficit in our "balance of education" with other countries.

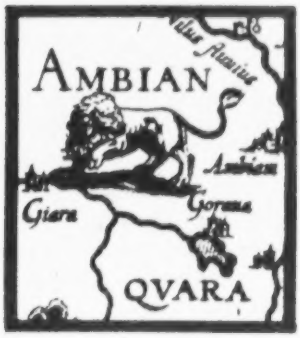
Evidence of our day-to-day involvement with other nations is all around us:

- Thirty-three percent of U.S. corporate profits are generated by international trade.
- The 23 largest U.S. banks derive almost half their total earnings overseas.
- Four of every five new jobs in the U.S. are generated as a direct result of foreign trade.
- The economic well-being of the U.S. is inextricably linked to the world economy, with current U.S. investments abroad valued at more than $300 billion.
- Foreign individuals and corporations hold investments of $200 to $300 billion in American manufacturing companies.

- Foreign individuals and corporations are estimated to have invested $1.5 trillion in the U.S., most of it since 1974.

Despite the evidence of international involvement:

- The U.S. is the only major world power with no language requirement for entering its foreign service. Key posts are filled by ambassadors who do not speak the local language and cannot read the local newspaper.
- Forty percent of American foreign-area scholars cannot conduct research in the language of their specialty.
- Only three percent of American high school graduates and only five percent of our college graduates reach a meaningful proficiency in a second language—despite the fact that many of them come from bilingual homes.
- As recently as three years ago, 33 states did not require any foreign language study in high school, and one of every five high schools did not offer any foreign language instruction at all.
- The U.S. continues to be one of the only nations in the world where a student can graduate from college without ever having studied a foreign language.
- Fewer than one percent of the U.S. military personnel stationed abroad are able to use the language of their host country.
- Thirty-four states require no world history course in their high schools.



General Recommendations

To counter the serious flaws in the preparation of American education for an interdependent world, the Advisory Council for International Educational Exchange is making specific recommendations, summarized here and discussed later in detail:

1. The number of college students who study abroad should be increased to at least 10 percent of enrollment by 1995, with a schedule set for a further increase into the next century.

2. Special efforts should be made to identify and encourage both students from under-represented academic and social groups and students with potential leadership ability, to incorporate study abroad in their academic programs, and to do so in a greater range of subject areas.

3. Study abroad in developing countries and those outside the traditional Anglo-European settings should be a matter of high priority, with special attention to creating educational exchange programs in the Western Pacific Rim, as well as in the rest of Asia, the Middle East, Africa, Latin America and Eastern Europe.

4. Responsibility for implementing increased internationalization should be vested at the highest institutional level.

Who Now Studies Abroad

The Advisory Council has reviewed major research reports on international educational exchange that analyze the kinds and numbers of students going abroad, the institutions from which they come, the countries to which they go, and the kinds of programs they pursue. A listing of resources may be found in Appendix I. While precisely accurate statistics in this field are difficult to obtain, it is nevertheless possible to draw some specific conclusions.

Two of the major studies that the Advisory Council reviewed document the extent of international activities: the Institute of International Education's *Open Doors: 1986/87* and Jolene Koester's November 1987 *Profile of the U.S. Student Abroad—1984 and 1985* prepared for CIEE. Reporting in IIE's annual survey are 1,898 U.S. institutions, showing 48,483 students abroad out of a national enrollment of some 12,000,000. The CIEE study questioned 5,600 U.S. students purchasing the International Student Identity Card. As the chart of comparative results in Appendix II indicates, there is considerable agreement. Both report an overwhelming preponderance of women, liberal arts majors, and study in Western Europe, among students in programs sponsored by U.S. colleges and universities. Both indicate that most students spend less than six months in their foreign study programs.

The IIE survey also asked institutions about the percentages of students enrolled directly in host universities rather than in free-standing programs designed for Americans. *Open Doors* indicates that 83 percent of responding institutions sponsor free-standing programs.

Also reviewed was The American Council on Education's survey of August 1986, *Campus Trends, 1986*, Higher Education Panel Report Number 73. It reported that 64 percent of responding baccalaureate institutions and 81 percent of universities offer undergraduate study abroad in one or more locations. Forty-nine percent of the colleges and 73 percent of the universities sponsor programs in Western Europe, 16 percent and 32 percent respectively in Asia. Only 18 percent of colleges and 12 percent of universities reported that more than 10 percent of their undergraduates study abroad. There is no report of the percentages of enrolled students by geographic areas.

As postulated in the 1985 *Study Abroad: A European and an American Perspective*, by Asa Briggs and Barbara Burn, these numbers are growing slowly. In 1980 there were only 30,000 U.S. students studying in U.S. sponsored programs abroad. Then, as now, they were predominantly humanities and social studies majors, with professional fields such as business increasing slightly. The overwhelming majority was going to Western Europe.

Students who study abroad are from a narrow spectrum of the total population. They are predominately white females from highly educated professional families, majoring in the social sciences or humanities. They are high achievers and risk-takers. Many have had earlier overseas travel or international experience. Whether by their own choice or lack of encouragement to do so, there are fewer men, members of minority groups, students from nonprofessional and less-educated families, or science, education or business majors among undergraduates who study abroad.

Perhaps the most obvious barrier to study abroad comes from a misconception on the part of families, students themselves and their home institutions: that study abroad is not an achievable option.

There is also the perception, often not accurate, that study abroad adds materially to educational costs, thus preventing some who would otherwise be interested from considering it seriously. Ironically, the academic and professional fields that are by nature most universal in scope—mathematics, the sciences, engineering, business and management, public health—tend to draw the fewest undergraduates to study abroad.

Part-time and older students, now a third of all American undergraduates, find it particularly difficult to plan for a semester or a year abroad because of expenses or family responsibilities, or both. Many students in this category are in community colleges, from which traditionally relatively few students have participated in study abroad programs.

The Advisory Council believes that policies for active recruiting, financing and program planning should be designed that draw students from a much greater cross-section in society, of economic level and ethnic orientation. In addition, more men and more students of sciences, engineering, business and education need to study abroad.

Special measures are needed to seek out the most talented students and make it possible for them to have a significant educational experience abroad. Recruitment, selection, funding and program planning should deliberately identify students with high academic achievement and those most likely to become leaders in campus and community life, and in their future professions. The benefits derived from study abroad for these students will not only be for themselves and their careers, but perhaps even more importantly for their associates, communities, professions and for our nation as a whole.

Four-year colleges and universities which draw their enrollment largely from black and other minority groups face a special challenge. While it is clearly in the national interest to have internationally skilled students from the widest possible range of backgrounds, present indications are that institutions with preponderantly black enrollments are sending relatively few students abroad.

The Advisory Council believes that the recommendations to be found in this report, including those urging an international dimension in academic preparation for fields such as business and the sciences, together with improvement in financial aid and funding policies, must be taken particularly seriously by institutions now under-represented in study abroad.

The traditional "grand tour," part of the education of a small segment of young Americans in the past, and the more recent "junior year abroad," focused on the European cultural heritage and was most applicable to liberal arts and humanities students. Now global competence for our citizens requires us to expand study abroad into other areas: mathematics, science, medicine, business and industry, technology, international affairs, economics and education—so that our students can learn in these fields from teachers abroad, from observation of these professions in other countries and from a broader perspective on American ideas and practices in these fields.

Who Should Go: Making the Study Abroad Experience Universal

Every American college and university is urged to put in operation an organized and evaluated provision for study abroad by the year 1995. *The number of college students who study abroad, now estimated at less than 5 percent of total enrollment, should be increased to at least 10 percent by 1995.* The European Community has already set its goal at ten percent. In an ideal world every student would have an international experience. The Advisory Council does not expect that, even in the future, every American student will study abroad, but urges that every institution of higher learning define its educational priorities so that every student will have an opportunity to do so. After doubling the number of students in study-abroad programs by 1995 to 10 percent, *a realistic goal would be an increase to 20-25 percent by 2008*—with a continuing increase in numbers into the mid-century.

Where They Should Go: New Attention to New Areas

Study abroad in developing countries and countries outside the traditional Anglo-European settings should be a matter of high priority, with special attention to educational exchange in the Western Pacific as well as in the rest of Asia, the Middle East, Africa, Latin America and Eastern Europe.

The overwhelming majority of U.S. students abroad are in Western Europe. This is neither good public policy nor good education. That is not to say the number should be reduced. On the contrary, traditional associations with Western Europe are a vital part of our educational processes, providing essential insight into our own culture and history, as well as contemporary academic disciplines. The problem is that too few students are going to other parts of the world.

It is absolutely essential that college students cultivate an informed and sensitive awareness of those parts of the world in which more than half the global population lives: we need to be sure that our students learn about Latin America as well as Spain, French-speaking Africa as well as France. It is vital to our national interests and therefore our educational interests that American students learn how to co-exist with the Soviet Union and Eastern Europe. At present, the Middle East and the Arab world seem to be nearly as incomprehensible to many Americans as life on another planet.

Most chronicles of study abroad programs separate the world into "Western Europe" and "Third World" or "developing" countries. The Advisory Council believes that this separation needs to be reinterpreted in light of current national concerns. Japan, Korea, Hong Kong and other countries of the Pacific are not "Third World" in the sense that they are underdeveloped, but neither are they "Western" in the historical and cultural sense of Europe and North America. Some are providing us our greatest economic challenge and some are sending us our newest immigrants. We need to learn about these societies for immediate practical reasons. The United States cannot continue to deal from a position of ignorance with people who have such an impact on us. *The Advisory Council there-*

fore recommends expanding opportunities for study abroad in all areas outside Western Europe, but particularly in Japan and other countries of the Pacific Rim.

Geographic expansion in study abroad has been slow for a variety of reasons. Many colleges and universities simply have not realized that opportunities exist in other areas. Some may justifiably feel they lack sufficient experience to start programs in new areas and may not have, or may not be aware of, faculty expertise that may exist on their campuses. Their curricula may not be designed to incorporate or accommodate such study. Foreign academic systems and facilities may be perceived as inadequate, inhospitable or not matching up with their own structure, and therefore not conducive to an effective learning environment for American students. Even where programs are available, the low level of foreign language competency among American students limits participation.

These are all soluble problems once the national, institutional and individual commitments are made. Efforts directed at increasing the geographical distribution of study abroad will require at least as much understanding, commitment and effort as those aimed at increasing the numbers and kinds of students involved. *Institutional cooperation, consortia, and outside expertise may be useful and necessary for institutions opening up opportunities for study in the developing world and in other areas outside Western Europe.*

What Involvement is Needed: Attitudes and Action

Leadership for change in international education must come from U.S. colleges and universities; it is they who have the major responsibility for defining educational needs. They must be committed, at the highest possible level, to incorporating study abroad as an essential tool in realizing their total mission. Such commitment and conviction must come from college and university presidents and senior officials, from their governing boards, and in some cases, from legislative bodies that help shape—and fund—policies.

Many colleges and universities may need to make substantial adjustments in their procedures and priorities during the next ten years to make their commitment to international education explicit and tangible. The Advisory Council recommends that new institutional structures be put in place to insure that support for such work has stability and continuity over time. One means might be the explicit assignment of the responsibility to a high academic officer.

Policies for faculty hiring, evaluation and reward can and should be adjusted to reflect recognition of the importance of international experience. Study abroad requires a structure of instructors, advisers, policy-makers and program leaders who are committed to the program. This is particularly urgent in business studies, education and the sciences. At present, professional academic advancement is clearly hindered at many institutions and in many fields by time spent abroad, particularly for pre-tenure instructors. Such institutional barriers will need to be modified. The goal should be *a high level of internationalization of the faculty.*

An inventory of language teaching capabilities should be made by institutions aiming at increasing study abroad. More emphasis may be needed on spoken language training. Previously unoffered studies of the language, history and culture of areas and countries may become necessary to open new vistas of international exchange; consortial arrangements with other institutions for reciprocally sharing such capacity may be needed to insure efficiency.

New ways of teaching language may become appropriate: intensive summer programs, cooperation with other institu-

tions, supervised independent study, training in the host country, and the encouragement of language study at an earlier age are some of the possibilities.

Quality and standards will require special attention when study abroad is expanded effectively. Systematic review and evaluation of overseas study programs should take place within American higher education institutions. The members of professional organizations such as CIEE and the National Association for Foreign Student Affairs (NAFSA) have considered and adopted detailed guidelines and standards for the internationalization of U.S. colleges and universities, and the management and evaluation of study abroad programs. A listing of these documents is included in Appendix I. The Advisory Council strongly recommends that they be used as guides to the institutional self-evaluation which is crucially necessary. Regional and professional accrediting organizations will need to act in conjunction with colleges and universities to consider international factors in evaluating professional standards—perhaps even including opportunities for international experience as a requirement.

The internationalization of faculties and students will cause institutions to change curricula and attitudes about curricula. Institutional provisions for credits, grades, time and course requirements should be revamped to encourage foreign study or other overseas experiences such as internships. Institutions should encourage—or even require—all departments and schools within the university to include statements in their catalog on how study abroad can be incorporated into the course of study. Study abroad must be seen as a complement to, and an enrichment of, home campus offerings, rather than an exact substitution. The Council strongly believes that all this is a prerequisite to achieving national educational goals.

Faculty expertise, credit and admissions policies, curriculum and institutional goals for study abroad should all be reviewed for their impact on the recruitment and admission of foreign students for American campuses as well as for our students on foreign campuses.

Academic systems, practices, resources and expectations vary widely around the world. As they move into new areas, program planners need to be especially sensitive to local situations in order to take full advantage of unique oppor-

tunities, and at the same time, meet the needs of American students and institutions.

The Advisory Council notes that longer periods abroad are more effective in educating Americans about other cultures, improving language competence and enhancing ability to function across international boundaries. A minimum of three months is suggested; semester programs can be very effective; full-year programs, especially when integrated into host universities, are best of all.

The more that American students function as individuals adapting to their host countries, the more they will learn. For that reason the Council believes firmly that whenever possible students should be integrated into host universities rather than placed in free-standing programs for Americans. Even in an integrated situation it is desirable to build in learning components that provide personal immersion. If a free-standing program is necessary, it becomes even more essential to provide culture-learning opportunities such as homestays, internships or directed field studies. Specific standards for effective overseas programming can be found in some of the publications listed in Appendix I.

Program structures, educational goals and appropriate student participants will vary broadly among institutions of higher education in the United States. There are many acceptable models for institutionally sponsored study abroad. The Advisory Council believes it would be counterproductive to recommend any one set of criteria or institutional models to meet these differing goals and resources.

Deliberate evaluation and further research must be carried out on study abroad, with regard to actual numbers and categories of students, where they go, what they do and how they do it, and the extent to which their programs meet the objectives of their institutions.

Information about and advising for study abroad should be readily available. Administrative structures to facilitate the planning, execution, evaluation and crediting of institutionally sponsored and individually arranged programs are essential. In most cases study abroad offices should be part of the academic side of the institution. They are then more likely to function at the level of institutional

credibility with administrators, instructors and academic advisers, which is essential to attract a larger and more varied student population and expand study beyond Europe.

How to Do It: Funding and Other Strategies

What may be seen today as lack of funding for study abroad must not be allowed to impede the principal goals of international education: cross-cultural awareness, an internationally informed citizenry and a population of professionals well prepared for careers in fields of worldwide activity. National interests and academic policy clearly justify special funding for study abroad that contributes to those goals. Responsibility for aspects of study abroad must be shared among federal and state governments, private organizations, educational institutions, and students themselves.

The policies of each body providing financial aid should ensure that financial aid for students at their home institutions will continue while they are participating in study abroad programs approved for credit by their institution.

Special federal honor awards should be made available to encourage highly talented undergraduates with demonstrable leadership qualities to study abroad, with the size of awards to be based primarily on financial need.

Special funding should be provided to encourage study in hitherto neglected geographical areas and to attract students in disciplines not now well represented in overseas study: science and technology, business and education.

The states have a particular responsibility to recognize the long-term benefits of a citizenry with international competence. For their teachers, study abroad can provide new vitality in the classrooms, stimulating interest in and knowledge of the world beyond our boundaries. States should also recognize the economic advantages of a pool of potential employees better able to relate to their counterparts in other countries.

Senior administrators of schools, colleges and universities must be the leaders in developing revenues for study abroad. It is they who are most likely to persuade trustees, legislatures, alumni, foundations and corporate donors that there is a critical national need to support this essential aspect of American education.

Financial aid officers must be assured that federal and institutional grants can follow a student on a foreign study

program. That will only be possible when governmental guidelines are clear, consistent, and uniformly interpreted, and when senior institutional officers make it evident that institutional priorities include financing of study abroad for all qualified students.

As part of their commitment to international education—and its foundation, study abroad for undergraduates—colleges and universities should be prepared to redirect internal funds in ways to make it possible. And they will also need, in some degree, to redirect their development efforts in ways that attract support from businesses that have an interest in future citizens and employees with a better sense of the world beyond our national boundaries.

Institutions that cannot marshal adequate resources for study abroad may accomplish the goal by flexibility and willingness to join in cooperative arrangements with others. That may mean sharing a language instructor with a nearby college, arranging for intensive, perhaps summertime courses at another institution, or approving credit and continuing financial aid for overseas studies done through another institution, consortium or other approved organization.

Conclusion

In conclusion, the Advisory Council recognizes that it has called for fundamental changes in American higher education. These changes will be the responsibility of colleges and universities across the country, of specialists in international education and their professional organizations, and of federal and state funding programs, accrediting associations, foundations, corporations and others in the private sector.

All must recognize the need for increased and widespread knowledge of other countries as a matter of vital national interest. International awareness must be placed high on the list of institutional and national priorities. Internationalization of higher education including study abroad is no longer merely desirable; it is a necessity. We can no longer view the world with some detachment as an interesting and diverse place where we inevitably exercise political leadership. We must realize, and thus prepare for, our intense interdependence with other countries. Every day, great numbers of our citizens deal with problems and decisions arising from relationships with people in other parts of the world. Our standard of living, our security and our nation's prestige are all at stake. We must better prepare ourselves to live in such a world.

APPENDIX I

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APPENDIX II

Students on Study Abroad Programs

Percentages reported in IIE's *Open Doors* and CIEE's *Profile of the U.S. Student Abroad*

	IIE	CIEE
GENDER		
Male	36	31
Female	64	69
FIELD OF STUDY		
All Liberal Arts	63	56
Sciences	9	9
Business	11	17
Education	4	4
GEOGRAPHIC SITE*		
Europe	80	85
Asia	6	2
Latin America	7	2
Other	7	11

*Neither study separated the developed Pacific Rim countries from the rest of Asia. It is also appropriate to state that the International Student Identity Card is more likely to be purchased by students going to Europe than to other parts of the world, and the CIEE results for Asia and Latin America need to be considered in that context.

APPENDIX III

Public Policy Agenda for International Education

The Advisory Council has considered possible means by which legislative or other public policy action could enhance and expand international exchange and makes the following recommendations:

Major Goals

- *Establish a National Foundation for International Education* to maintain, coordinate and enhance a national program in the international education area. Detailed proposals for such a foundation have already been made. The Foundation would maintain major international exchange and domestic foreign language and international studies activities. It would include major new components dedicated to international business and developing nations studies. It would be under the congressional jurisdiction of both education and foreign affairs committees, and would have close administrative links with both the Department of Education and the U.S. Information Agency and/or the Department of State.

- *Provide Incentive Scholarships for Study in Pacific Rim and Developing Nations* to encourage more U.S. students to study in a broader range of nations throughout the world. The program would both provide U.S. Government funds and allow foreign contributions in lieu of payment of uncollected debt to the U.S. Government.

- *Create a Federal/State International Exchange Partnership* along the lines proposed by the Inter-American Scholarship Partnership Act (S. 852). However, the program should not be limited to exchanges with Central America and the Caribbean and should allow for study abroad grants for students of participating states as well as grants for foreign students to study in participating states.

- *Set in Place Statutory Goals for Expansion of Major U.S. Government Exchange Programs* along the lines of the Pell Amendment (Section 305 of PL 97-241). By fiscal year 1992 provisions would call for a doubling of funds for exchange programs from fiscal year 1988 levels.

Additional Goals

- *Rescind Taxation of Scholarships and Fellowships* to encourage more U.S. students and faculty to have international experience.
- *Enact Legislation Establishing International Business Education Centers on U.S. College and University Campuses* as proposed in HR 1875, S. 841 and the omnibus trade bills (HR3, S. 490, S. 1420). The centers would, as proposed, offer internship programs abroad for students and faculty.
- *Provide Funds for New Intensive Summer Foreign Language Institutes* authorized by the Higher Education Act Amendments of 1986 (PL 99-498).
- *Prohibit Unjustifiable Travel Controls through Currency and Other Restrictions* which inhibit Americans' freedom to travel and limit options for study abroad (as proposed by HR 1719).
- *Correct Substantial Administrative Problems Preventing Application of Federal Financial Aid to Study Abroad* for thousands of students in U.S. colleges and universities.